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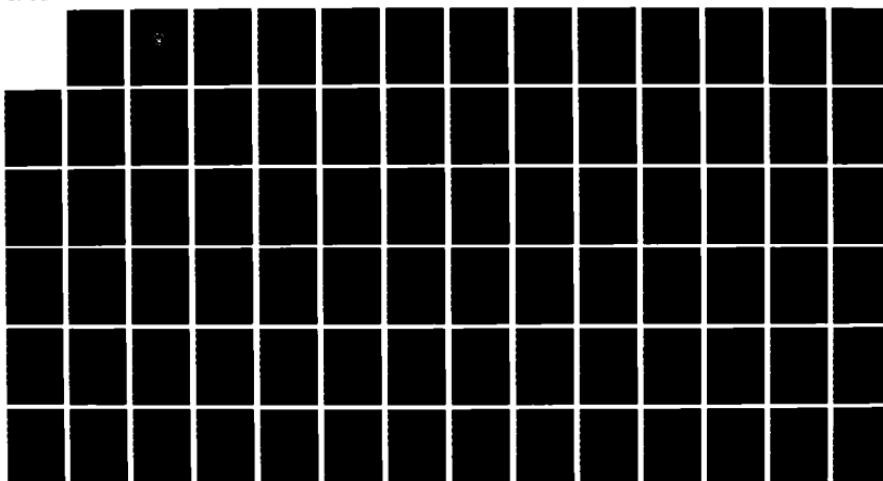
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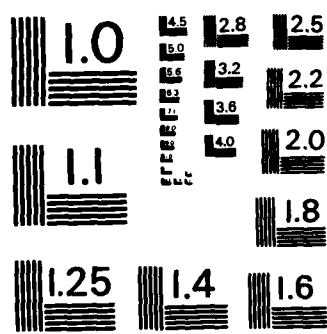
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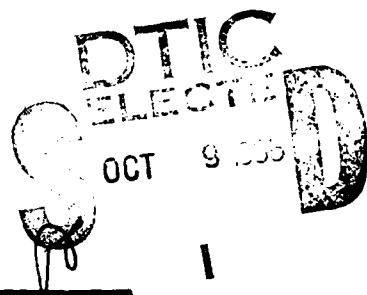
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NAVAL POSTGRADUATE SCHOOL
Monterey, California



THESIS

COUNSELING IN THE ARMY

by

Robert H. Mortenson

June 1985

Thesis Advisor:

William R. Bishop

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
		AD-A160 045
4. TITLE (and Subtitle) Counseling in the Army		5. TYPE OF REPORT & PERIOD COVERED Master's Thesis June 1985
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Robert H. Mortenson		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS Naval Postgraduate School Monterey, California 93943-5100		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS Naval Postgraduate School Monterey, California 93943-5100		12. REPORT DATE June 1985
		13. NUMBER OF PAGES 81
14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office)		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Counseling; Self-assessment; Deputy Chief of Staff, Personnel (DCS PER)		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This thesis examines the effectiveness of the U.S. Army's policy and system of providing counseling assistance to the soldier who has a personal problem. It provides a brief background on why soldiers experience personal problems, how counseling is beneficial, and why the Army should be concerned. A description is provided of the counseling system available at installation level. The data to determine system.		

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#20 - ABSTRACT - (CONTINUED)

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S N 0102-LF-014-6601

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

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Counseling in the Army

by

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Major, United States Army
B.S., North Dakota State University, 1971

Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL
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ABSTRACT

This thesis examines the effectiveness of the U.S. Army's policy and system of providing counseling assistance to the soldier who has a personal problem. It provides a brief background on why soldiers experience personal problems, how counseling is beneficial, and why the Army should be concerned. A description is provided of the counseling system available at installation level. The data to determine system effectiveness is obtained in two ways. The first is a questionnaire that was completed by an Army battalion. It provides perceptions from the soldiers and the unit leaders about the counseling system. The second effort consists of a series of interviews of the counselors that work on the installation. Analyzing both sources provides the information on how the system is currently working. Based on this, recommendations are made that will improve the counseling system.

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I. INTRODUCTION

This thesis analyzes the counseling system within the U.S. Army. The intent is to determine how the organization perceives soldiers with personal problems, what organizational mechanisms are available to help, how effective the mechanism is, and what improvements could be made. The Army, like other organizations, has a self-assessment responsibility. As Beer [Ref. 1] indicates, organizations must have the ability of self-examination and the capacity to make changes in structure and process if they are to remain healthy entities.

The hypothesis of this research is that the U.S. Army can and should improve the counseling received by troubled soldiers. It is not intended as an in-depth study of psychology or a formulation of new counseling techniques. A primary reference document, FM 22-101 [Ref. 2] describes five different types of counseling and three main techniques. This study addresses only the counseling of personal problems and the Army's system to accomplish it. It is also recognized that this subject is only one of many organizational processes and any conclusions and recommendations must "fit" in the larger context of the total organization [Ref. 3].

The study provides a brief background on why soldiers have personal problems, how counseling can be beneficial to

them, and why the organization should be concerned and actively provide counseling. Chapter II describes the current counseling policy and structure within the Army. Chapter III describes the methodology used to do research and the last two chapters present the results and make recommendations that would improve the system.

A. COUNSELING: INDIVIDUAL BENEFIT

First it is necessary to define the terms "personal problem" and "counseling." As Maier [Ref. 4] points out, a personal problem is most often referred to by the behavior exhibited rather than the cause. The chronic absentee, the wife abuser, the alcoholic, and the abusive worker are all examples. Likewise, a discussion about counseling is more apt to center on which technique to use rather than a definition. This section defines the terms used and provides a brief explanation of the causes of personal problems and how counseling can help the soldier.

Miller [Ref. 5] defines a problem as a discrepancy between a current situation and a desired solution. Solving the problem involves removing the discrepancy. Problems usually involve behavior, someone doing or not doing something to solve the problem. Maier [Ref. 6] describes some psychological aspects.

Whether or not a problem will produce symptoms (manifest in new behavior) depends upon the individual's tolerance, previous history of frustration, pressure under which he is functioning and his interpretation of the situation.

When frustrated, individual behavior undergoes a distinct change. What previously was healthy, unemotional activity now shows unreasonableness and emotionality. Variable and constructive behavior is replaced by stereotyped and negative behavior.

To categorize the problem as personal requires specifying that this type of problem has its cause internal to the individual. Harris [Ref. 7] provides an understanding of what fits into the cause of a personal problem:

Each individual has his own physical and psychological traits. Each human being is not only a product of his biological inheritance but also a result of interactions with his environment. Family relationships, religious experiences, racial backgrounds, educational accomplishments and a number of additional environmental or experiential influences affect the individual.

For the purpose of this research, personal problem is defined as an unsolved situation, perceived by the individual as critical and personally unsolvable, that has a negative effect on his behavior. The question of criticality and solvability is determined by the individual, based on individual needs, values, experiences and thought processes. Negative behavior is determined by other individuals, organizations, or society at large.

Counseling, as defined in FM 22-101 [Ref. 8], is the soldier to soldier, or counselor-counselor relationship in which the principal objectives are the development of the counselee, the improvement of his well-being, and the resolution of personal problems. The ability to counsel is a required skill of all leaders. The field manual provides Army leaders with three approaches--directive, non-directive,

and eclectic. It indicates that the non-directive approach is generally the most effective when counseling a soldier with a personal problem.

With these definitions in hand, one needs to look at what causes the problems to occur and how counseling can be useful in resolving them. Some of the causes have already been touched on. Obviously soldiers encounter personal problems, just as their peers in other professions or jobs. Soldiers enter the Army bringing their own set of needs with them. These needs have evolved from multiple factors. Miller [Ref. 9] indicates that they are based on cultural variations, value systems, learning history, old habits, and family norms. The soldier is suddenly thrust into a new environment with other individuals with widely differing backgrounds, values, norms, and motives. He is away from his base of reference of how life should be and how he should act. The discrepancy between what should be and what is causes confusion. He no longer is as sure of how to meet his needs. Maier [Ref. 10] states that most often individuals learn ways to fulfill their needs and cope with the inevitable shortfalls either by overcoming them, working them out, or adjusting their needs to fit the new situation. It is only when the individual does not or cannot resolve the situation in a satisfactory manner that a personal problem exists. If there remain barriers that the individual cannot surmount, then all other interpersonal functions diminish as the individual focuses on the

one problem. According to Terry [Ref. 11], behavior will change, but the way it changes is unpredictable. The individual may become more aggressive and find socially unacceptable outlets for the frustration; he may regress into child-like behavior that solved problems for him early in life; he may become depressed and resigned to failing; or, he may become totally obsessed with trying to solve one problem at the expense of all other social interactions. Whatever set of behavior is produced, the continued nonresolution of the problem is not beneficial to the individual or the people around him.

The soldier with a personal problem is in a quandary. A problem exists, at least to him, and it is diverting his energy and affecting his behavior. He is frustrated because there is seemingly no solution. Benner [Ref. 12] states that to this individual "problem solving no longer makes sense because he is not sure what the problem is or what constitutes an adequate response." Maier [Ref. 13] indicates that counseling "is a way of removing the roadblocks, discovering new routes to follow, clarifying the problem and finding realistic solutions." The act of telling one's troubles to an outside source reduces the emotion and provides clarity. Worry is no longer necessary and efficiency is raised. Harris [Ref. 14] indicates that "counseling is a concentrated form of interpersonal communication. The interchange of ideas between the parties is directed toward a problem or a need that requires attention. Counseling can be corrective or

remedial, therapeutic, informational or developmental." It helps to resolve the problem at hand and provides the individual with new problem solving methods that are beneficial to him in the future.

B. COUNSELING: ORGANIZATIONAL BENEFIT

The last section dealt with personal problems and counseling from the individual viewpoint. This section addresses why the Army should be concerned that soldiers have personal problems and why the organization would want to expend resources to provide counseling to them. Also discussed are some of the inherent problems that it faces in doing this.

The purpose or mission of the Army is to provide national defense. As a public organization, society has expectations of how it should operate. As Terry [Ref. 15] indicates, there is an expectation that all organizations supply not only the economic wants but also social and psychological needs of its members. Recognizing soldiers needs and providing assistance to them in achieving these needs is considered the "right thing to do" for social and humanistic reasons. The Army has accepted this and states that it is something that the soldier can expect. The television recruiting theme "Be all that you can be, join the Army" clearly gives the impression that Maslow's self-actualization [Ref. 16] is an organizational goal to provide to its soldiers. More specific yet is the 1985 Army Chief of Staff White Paper:

A Total Army whose leaders at all levels possess the highest ethical and professional standards committed

to mission accomplishment and the well-being of subordinates." [Ref. 17]

The equal footing of the soldiers well-being with that of mission accomplishment shows clear acceptance of the Army's social responsibility.

Aside from this humanistic explanation, another reason for the emphasis shown is that the personal problems of soldiers reduce the energy and capability of the Army. Counseling is a proven means of reducing these effects and it is in the organization's best interest to provide it. Harris [Ref. 18] states that counseling can reduce absenteeism, turnover, organizational strife, disciplinary costs and result in an improved organization. FM 22-101 [Ref. 19] provides the military leader with a similar understanding of why counseling is important:

Counseling is valuable in a number of ways. It can clear up misunderstandings. It can save problems in the long run by teaching soldiers to solve their own problems. It can improve motivation and develop teamwork. Most importantly, counseling can help keep good soldiers in the Army.

Counseling has been shown to be beneficial both to the individual and the organization. The question then is how to counsel or provide the counseling in the best manner possible. FM 22-101 [Ref. 20] says that counseling is a leader's responsibility. However, it indicates that the leader is not alone in that there are agencies in the Army that can help. These agencies are valuable in that Strauss and Sayles [Ref. 21] state that "the client-counselor

relationship demanded in solving personal problems is not consistent with the worker-supervisor relationship." Harris [Ref. 22] writes that personal problems are the most difficult source of employee problems for the supervisor to diagnose correctly and that subordinates often distort or hide personal problems from the supervisors since disclosure may have negative consequences. He goes on to indicate that:

The question of who should handle the counseling duties may have several answers. It is obvious that psychological problems, deep-seated personality difficulties, and some personal matters may require the attention of well trained psychiatrists or psychologists. The truth of the matter is, however, that professional counselors have not been utilized in any great numbers for organizational counseling purposes. Typically, the counseling duties are left in the hands of the line manager.

Based on this, the young leader faces a dilemma of sorts. FM 22-101 [Ref. 23] places the responsibility on the leader but also says he isn't expected to be an expert. Without extensive training, he still decides if the personal problem is serious enough to warrant bringing in the professional counselor. The only answer FM 22-101 [Ref. 24] gives is:

How much a leader will get involved in counseling and in referring soldiers to seniors in the chain of command or to outside counseling services is determined by rank, leadership position, and experience.

II. CURRENT SYSTEM

The U.S. Army has drawn upon the advances in knowledge about individuals and organizations. As indicated, it does recognize that soldiers can and will perform better if the organization provides a healthy climate in which the soldier can satisfy individual needs. This chapter provides a description of the system and organization that currently exists to assist the soldier with personal problems. It describes the policies and the typical support structure that are available to help the soldier or help the leader in supporting the soldier. It describes the environment of the soldier with personal problems.

A. POLICY LEVEL

The Army has over 780,000 uniformed members [Ref. 25]. It is organized in a hierarchical fashion as any big business. At the top of the structure, a level exists that guides the direction of the Army. This direction, provided by policy and programs, is the responsibility of the Chief of Staff and his headquarters. The Deputy Chief of Staff, Personnel (DCS PER) has staff responsibility for all matters concerning human resources. This includes the well-being of the soldier, medical programs, policies on discipline, and personnel matters such as recruitment, promotion and reassignment. At this level, there is a multitude of directives and

regulations published that direct how things should be done and who should do them. The DCSPER decides there is a task and then forms and funds organizations to accomplish it [Ref. 26]. While the policy and programs are important in forming the system, they are largely outside the scope of this research. The intent is to look at the counseling system at a much lower level. Only if changes need to be made at this level will there be a need for closer description. Other high level commands influence the counseling program. They are described below only to the extent of that influence.

The first is the Training and Doctrine Command (TRADOC). It provides most of the formal training and schooling done in the Army. The officer and noncommissioned officer attend TRADOC schools from three to six times during their careers [Ref. 27]. TRADOC also develops the doctrine taught and practiced throughout the Army. This is published in the form of training and field manuals such as FM 22-101. What the young officer and noncommissioned officer reads and is taught on how to counsel and how to handle soldiers with personal problems is influenced by doctrine from TRADOC.

A second participant in the Army's effort to maximize effectiveness through counseling is the Army Health Service Command (AHS). It is the expert advisor in most matters concerning mental health and drug addiction, and it has the medical facilities to treat cases of mental illness. It establishes mental hygiene centers, psychiatry clinics and

drug and alcohol rehabilitation centers. The AHS also sets the training standards for all medical personnel, including the military counselors and social workers. It is a key participant in counseling because it directs the efforts and provides the personnel, the training and the funds to operate all the medical facilities at Army installations [Ref. 28].

There are other major staff branches and organizations that influence how the soldier with a problem is treated. There are chaplains assigned throughout the Army. Their primary role is spiritual guidance, but this is interwoven with a concern for the overall welfare of the soldier and they have training as counselors. Every TRADOC school has a chaplain who teaches leadership, ethics and counseling to officers and noncommissioned officers. There are also chaplains in each of the hospitals who visit patients and advise the hospital commander. More importantly, most units have a chaplain assigned and available to assist the commander in meeting the counseling needs of the subordinate units.

Another group with an indirect influence on counseling is the Staff Judge Advocate (SJA). They do not do any counseling as defined in this research, but the legal situations and SJA policies have an effect. The aspects of law and discipline are inseparable to the soldier with personal problems who is having difficulty coping with some part of military life. These soldiers often have related legal difficulties and SJA policies have a role in the resolution of the personal

problems. Other agencies that affect the counseling system indirectly are the housing officer, the military police, and the education center. They can either be causes of problems or be helpful in resolution of the problems.

B. INSTALLATION SUPPORT

By Army definition, each "camp/post/station" is assigned missions and given funds and personnel to provide support functions to all units temporarily and permanently stationed there. The installation staff is an area service organization [Ref. 29]. At the installation, Department of the Army programs, policies and funds translate into buildings, people, and services. The Director of Personnel and Community Affairs (DPCA) implements the policies and programs published by the DCSPER. The arrangement between the installation staff and the tactical units varies somewhat based on size, number of units to support and other local considerations. In most cases, the tactical staff limits its concern to unit activities while the DPCA, on behalf of the commander, is running the Army Community Services, the Recreation Center, the hospital, the club system, the Craft Shop and is providing support for the American Red Cross [Ref. 30].

The arrangement described above shows the importance of the installation to the soldier and to the unit located at the installation. For the leader, the connection to and dependence upon installation facilities is critical to the unit operations. This research is primarily concerned with

the process and structure at the installation between these support facilities, the unit and the soldier. Highlighted is the fact that the Army, while telling its unit leaders that counseling is their responsibility [Ref. 31], realizes that he is not a professional counselor and cannot satisfy all the needs. The expertise needed is located at the installation [Ref. 32].

Each of the services is available to the individual soldier to use without any command approval. If the soldier does not seek the help, the unit leader can refer or direct that he go to these organizations if the leader thinks he needs the help [Ref. 33].

C. UNIT COUNSELING

The company and battalion are the part of the Army that accomplishes the tactical missions. A majority of the soldiers are assigned to these organizations. The commander is responsible for both accomplishing the missions and for the welfare and care of the soldiers within the command [Ref. 34]. The unit derives its operating programs, policies and procedures from higher commands [Ref. 35]. It has a small staff that coordinates the details. Their job is one of learning what the policies are and trying to implement them. There are no professional counselors specifically assigned to the tactical unit. The unit balances all the demands that are placed upon it and is expected to produce a well-trained and motivated unit. Their knowledge of policies, command

priorities and structure of the support agencies are important elements on how well they respond to the soldier with a problem.

What of the soldiers in these units? The subject of this research begins and ends with how the process affects them, caring for their needs and maximizing their contribution. This is not a simple process to explain. The typical battalion has six hundred personnel, over fifty combat vehicles with complex weapon and support systems and a multitude of missions and day-to-day activities. Current evaluation programs result in soldiers being evaluated once each year by their superiors. Neither the individual nor unit test programs are precise or timely enough to identify every soldier with unresolved problems [Ref. 36]. Personal problems tend to erupt and manifest themselves quickly [Ref. 37]. Therefore, the leaders in the unit must make individual evaluations on a day-to-day basis [Ref. 38]. In the case of the soldier with a personal problem, identification that a dysfunctional situation exists should happen quickly, with the chain of command stripping away symptoms, determining what the problem is, then considering alternatives, deciding what the best is, enacting the decision and evaluating the results [Ref. 39]. How the process should work and how it actually works is the question to be answered in the following chapters of this thesis.

III. METHODOLOGY

The objective of the thesis is to examine how the Army perceives and provides for a soldier with a personal problem. An examination of this facet of the organization can only be done by seeking data from multiple sources, including the individual, his supervisor, the chain of command, the professional counselors that the Army has and the policies and procedures that exist. By drawing on multiple sources and getting different perspectives on the subject, a more complete picture can be formed on what is working well, what is going wrong, and where improvements can be made. Thus, a three-pronged effort was used to gain and verify information on the current system.

A. ARCHIVAL DATA

To gain information and establish how the Army views the soldier with a personal problem and what system it has to assist that soldier, a search of relevant regulations, field manuals, training center instructional documents and installation policies was conducted. The bulk of these findings was included in the previous chapters and is used in analyzing the system in the later chapters. Much of the framework for analysis and conclusions on this subject results from readings in psychology, organizational behavior, organizational development and organizational theory. These

readings provide the background to cover the subject from the individual soldier with a problem to the large organization attempting to utilize all its various resources in a manner that maximizes the capabilities of the organization. Since the range that the topic covers is so broad, each of these academic fields can only be covered in a general way as it pertains to the subject.

B. THE SAMPLE SURVEY

To gather original data for the study on how the "system is actually working," a survey was given to a representative unit in the Army. The criteria used to determine representativeness were:

1. A battalion-sized unit which was part of an Army Infantry or Armor Division.
2. Located at a medium-sized post in the continental United States with a typical installation support structure of professional counselors.
3. An established unit without elite qualities that has a normal Army mission, equipment, manning, turnover rate and shortages.
4. Typical racial and ethnic mix by grade.
5. Typical surrounding community and environment.

The unit that agreed to have the survey administered met all of the above criteria. It was part of the 7th Infantry Division located at Fort Ord, Ca., which is a medium-sized installation having the typical support facilities. The unit had some female soldiers assigned, had a slightly higher percentage of minority members assigned (39% versus 34%

Armywide), but in general terms was representative on mission, turnover, personnel shortages and the other factors used. In view of these considerations, the target unit did provide a suitable sample of perceptions on the current status of the Army Counseling policies and procedures. The unit agreed to have twenty-five percent of the battalion answer the survey. Thus, 120 questionnaires were passed out. Ninety five were returned completed which is a 76 percent return rate. The number of surveys passed out was controlled by grade and sub-unit. Consequently, the sample provided a cross section by grade, experience, training and general type of job or skill.

The survey instrument was custom designed to obtain the data needed to answer the key questions about the current situation. Since a standardized questionnaire was not used, it is more difficult to measure the results. The questions used were generally based upon the U.S. Navy Human Resource Management Survey [Ref. 40]. Part I consisted of twelve demographic questions about rank, years in the military, sex, racial group, marital status, and number of subordinates. Part II of the survey consisted of eighteen questions. It sought subordinates responses about their leader's capabilities to counsel, knowledge and perception of the installation-provided services, and the Army's responsibility to provide counseling. All respondents answered this section. Part III of the survey was answered only by respondents who were in a supervisory or leadership position. It consisted of

twenty-five questions. It sought each respondent's perception about his or her own capabilities and responsibilities in identifying and assisting their subordinates with personal problems, and how they felt the professional services performed to assist them and their soldiers. A copy of the survey is included in Annex A.

As mentioned, the survey design uses the U.S. Navy HRM Survey as a guide. It provided an example on how to word and structure the questions and the five point answer scale used in this survey. The scale is a forced choice type with the following responses:

1. Very Little Extent
2. Little Extent
3. Some Extent
4. Great Extent
5. Very Great Extent

The Statistical Package for the Social Sciences (SPSS) program on the IBM 360-67 computer was utilized to provide statistical data for each variable in the form of histograms, means, and standard deviations. The questions used were those which most specifically indicated the respondent's perception on the subject.

C. SYSTEM INTERVIEWS

The third effort in obtaining data to provide the complete picture is provided by the professional counseling at the installation level. They represent the relatively new

capability the Army provides to its personnel and its units in the counseling area. As experts in their specific areas, their comments and opinions are invaluable.

A series of structured interviews was conducted at the installation where the sampled unit is stationed to obtain information on:

1. How the counselors operate at the installation level.
2. How they interact with the tactical units they support and with each other.
3. Qualifications that these counselors have to do their job.
4. Self-assessment of their own effectiveness.
5. Observations and recommendations for improvements that could be made to make the unit chain of command more effective in their counseling role.
6. Observations and recommendations on improvements that could be made in the counseling system.

The interviews were designed to obtain the professional counselor's views on how well the chain of command functions in the counseling role, what the professional counselors felt their role was, how they did their business on a daily basis and what they felt unit supervisors should be trained to do.

IV. RESULTS/DISCUSSION

A. THE SAMPLE SURVEY

This section presents an analysis of the results obtained from the survey. The data presented here are those which were found to be relevant or significant as they relate to the following questions:

1. Do supervisors and subordinates recognize that personal problems exist and that it is in the organization's best interest to take an active role in resolution?
2. Are supervisors given enough training to enable them to be effective counselors to their subordinates with personal problems?
3. How do subordinates evaluate their supervisors' training, capability, and availability to assist them?
4. Are the unit supervisors and the soldiers aware of the counseling services available at the post or installation?
5. Do supervisors refer soldiers to the professional counselors (utilization of available resources)?
6. Are there obstacles that prevent effective counseling?

The data collected and presented by section has generally been organized according to the subject of inquiry rather than adhering to the item sequence found in the questionnaire. The sequence for presenting the results is as follows: general biographic data; recognition of the need for counseling; who is responsible for providing it; supervisors' capabilities and perceptions on training; and the availability and usefulness of the professional counselors.

1. General Biographic Data

The sample size of this survey was 95 military personnel ranging in rank from E-2 (PVT 2) through E-8 (First Sergeant) and O-1 (2LT) through O-3 (Captain). There were 79 male respondents and 16 females. This distribution is about four percent higher than the Army female percentage overall. Thirty-nine percent of the respondents indicated a racial/ethnic background as other than White/Caucasian. This is slightly higher than the population percentage of minorities. Over 48% indicated they were currently married, while 46% indicated they were single/never married, and five individuals were either divorced or widowed. Army figures currently show 52.7% of the force are married, and 47.3% are single with no figures available that correspond to the divorced or widowed category used in the survey.

The education level by category was very typical of the Army as a whole. The officers mean education level was a college degree; the NCO's and enlisted members averaging about the thirteenth year of education or one year of college. Only four individuals did not have a high school degree. The mean length of time that all respondents had been assigned to this unit was slightly more than one year. This is very typical as the normal tour length is three years or less at this installation and there will be some inter-unit transfers at the same installation. The officers averaged 3.5 years time in the Army, the NCO's averaged 6.8 years, and the

enlisted personnel averaged 1.7 years. Based on the ranks given earlier, this provides a very typical cross section of this battalion.

The sample is separated into three categories. Of the 95 respondents, twelve were officers (O-1 through O-3), 29 were noncommissioned officers (E-5 through E-8) and 54 were enlisted members (E-1 through E-4). This grouping worked well in comparing differences and analyzing the responses. One deviation from this grouping had to be made. Although it was initially assumed that only NCO's and officers supervised soldiers, a surprisingly high percentage of the E-4's were filling NCO positions and were supervising from one to eight other EM. This caused a fourth category to be considered when analyzing the responses in Part II. Of the 54 EM surveyed, 17 of them were either formally or informally filling the job of Corporal--that being an EM by pay grade but an NCO by duty title. This group constituted 32.1% of the enlisted members. The Army average is approximately 25%, so this unit was a little high but it served to emphasize that this situation does exist and that these very junior leaders are in the leadership role with little or no formal training in leadership and especially in counseling.

Of the 95 respondents, the majority (58) had never been referred to, nor sought on their own, the assistance of any of the professional services. Twenty-five had seen one of the counseling services one time, nine had seen them two

to five times and only three had seen them more than six times. The three were all NCO's with more than five years in service. A clearer picture of who had utilized the counseling services was gained by analyzing it by marital status. Only 27% of the single soldiers had seen a counselor, over 45% of the married soldiers had seen one at least once, and 80% of the divorced or widowed category had seen a counselor at least once.

Based on this demographic information, analysis of Part II and Part III of the survey is done by rank category. Other variables are used only when the results provide insight into a particular strength or weakness of the counseling system. The main items concluded from the demographic questions are that the sample does provide a balanced, usable sample and that the Corporal category needs to be analyzed as a separate group.

2. Necessity/Responsibility for Counseling

To establish a base of reference, all supervisors were asked if they agreed that unresolved personal problems do negatively affect job performance. Less than a positive response to this question would indicate a very critical deficiency in the understanding of human behavior. Also, if a supervisor did not believe the cause-effect relationship between the two, the concept of providing this service to soldiers would be irrelevant to that supervisor. A positive response (greater than 3.5) would indicate a healthy understanding.

Q52. To what extent do you feel that an individual's personal problems, when not resolved, affect his job performance?

The results were very positive ($\bar{x} = 4.0$, $sd = 1.008$) for the 58 supervisors. The results were further analyzed to determine if the three categories of supervisors differed in their opinion toward this question. The results showed no significant difference between them. Thus, the sample indicates that supervisors are aware of the relationship that personal problems have to job performance.

A series of three questions was included to examine supervisors' and subordinates' opinions as to the Army's responsibility to provide professional counseling to the soldier and the military dependent, and also whether the unit chain of command has a responsibility to provide counseling to the soldier. These questions were worded to imply that counseling is a service to the individual regardless of what benefit the unit or the Army gets in return. Q18 was directed at the Army's responsibility to provide professional services to the most obvious recipient, the soldier on active duty. This question was analyzed both as an aggregate sample and then further broken down and analyzed by rank to see if the expectations of the Army differed based on the respondents rank category.

Q18. To what extent does the Army have a responsibility to provide special counseling services (Army Community Services, Legal Assistance, Drug and Alcohol Centers, Community Mental Health Centers) to you, a service member?

N = 95	$\bar{x} = 3.768$	sd = 1.096
Off = 12	$\bar{x} = 3.50$	sd = .905
NCO = 29	$\bar{x} = 3.931$	sd = 1.067
EM = 54	$\bar{x} = 3.741$	sd = 1.152

There was no significant difference based on rank category. In light of the moderate percentage who reported personally utilizing the services (39%), this is a positive response.

The second question (Q19) goes one step further by asking if these same professional services should be provided to the dependent families of soldiers. The question was included since personal problems often result from a problem with dependents or the problem/solution carries over into the dependent area. Since 64% of the respondents are either married or had been married at one time, this question was analyzed both by rank categories and by marital status to determine differing attitudes on what responsibility the Army has. This question is also of interest in that it concerns an area where the military is different than most civilian organizations in that it steps across the bounds by providing dependent medical care in Army hospitals, etc. This aspect of the military is discussed in Chapter II.

Q19. To what extent does the Army have a responsibility to provide special counseling services (Army Community Service, Legal Assistance, Drug and Alcohol Abuse Centers, and Community Mental Health Centers) to military dependents?

AGGREGATE

N = 95 $\bar{x} = 3.621$ sd = 1.074

BY RANK

Off = 12	$\bar{x} = 3.333$	sd = .985	Off/NCO	T = 1.953	Sig. at .05
NCO = 29	$\bar{x} = 4.0$	sd = .964	Off/EM	T = .418	No sig. diff.
EM = 54	$\bar{x} = 3.481$	sd = 1.112	NCO/EM	T = 2.244	Sig. at .025

BY MARITAL STATUS

Single = 44	$\bar{x} = 3.5$	sd = 1.131	S/M	T = .850	No sig. diff.
Married = 46	$\bar{x} = 3.696$	sd = 1.03	S/O	T = .927	No sig. diff.
Other = 5	$\bar{x} = 4.0$	sd = 1.0	M/O	T = .616	No sig. diff.

The sample responded positively to the Army's responsibility to provide professional counseling services to the dependent ($\bar{x} = 3.621$, $sd = 1.074$). The lack of significant difference between marital status groups was surprising but tends to support the idea set forth in analyzing Q18--these services are viewed as a guaranteed benefit. The NCO's were significantly more positive than either the officers or enlisted personnel. This is probably resultant from three differences:

- a. A larger majority (64%) of them are married or in the "divorced, separated, widowed" categories and have dependents.
- b. A larger majority (66%) of the NCO's have utilized the professional services available than the other groups (Q12).
- c. The NCO's are more career oriented, based on years of service (Q6), and future career intentions (Q10). The results of this question indicate that Army personnel expect that professional counseling services will be available to their dependents if the need arises. This expectation increases with years in service, marital status and career status.

The third question of this series asks the respondent's opinion on what responsibilities his/her chain-of-command has in providing counseling on personal problems.

This question directs the responsibility at leaders who are not professionally trained counselors and are in the dual role as the leader and as the counselor.

Q20. To what extent does the unit chain-of-command have a responsibility to provide counseling to its members on personal problems (financial, marital, drug and alcohol, legal matters)?

N = 95	$\bar{x} = 3.516$	sd = 1.228
Off = 12	$\bar{x} = 3.667$	sd = 1.073
NCO = 29	$\bar{x} = 3.793$	sd = 1.207
EM = 54	$\bar{x} = 3.333$	sd = 1.259

The same positive trend exists in these results as did in Q18. The NCO result was significantly higher than the EM results (significant at .025) as in the previous results.

To summarize these three questions, it is apparent that the respondents are aware of the relationship between personal problems and job performance. Further, they also assume that the Army, as an organization, has the responsibility to provide counseling in this area.

3. Supervisors' Capabilities

A main aim of the survey questionnaire was to determine how capable or effective supervisors in the chain of command are at counseling the soldier with a personal problem. It was demonstrated in the last section (Q20) that all respondents felt that their chain of command had this responsibility. This section concentrates on how well they do it. Assessment of the effectiveness was sought from the supervisor (self-assessment), and also from all respondents judging their supervisors' effectiveness. Any large

difference between the self-assessment and the assessment by subordinates would indicate that something is amiss. The survey included nine questions that asked the respondent how well his or her supervisor counseled, and how confident the supervisors are of their own counseling abilities.

Three survey questions provide the self-assessment part of this section. Q38 is the most direct. Q44 asks for the same assessment in a more subtle manner by allowing the supervisor to transfer non-effectiveness to the individual being counseled. Q48 was included to gain a comparison from supervisors on their effectiveness in counseling on a personal problem versus counseling on a job performance problem.

Q38. To what extent do you feel that you are an effective counselor to your subordinates with a personal problem?

N = 58	$\bar{x} = 3.586$	sd = .859
Off = 12	$\bar{x} = 3.667$	sd = .651
NCO = 29	$\bar{x} = 3.759$	sd = .689
Corp = 17	$\bar{x} = 3.235$	sd = 1.147
Off/NCO	T = -.385	Not Significant
Off/Corp	T = 1.136	Not Significant
NCO/Corp	T = 1.893	Sig. at .05 level

While the results are fairly positive, I would have expected a stronger response (4.0-4.5). FM 22-101 states that this skill is an important part of their function as leaders and the response given tends to indicate that the respondents are not very confident that they do it well. However, it must be remembered that the officers have the

training but are new and lacking in experience; the NCO's have some degree of training and most have more experience; and most of the Corporals have neither training nor experience.

Q44 asks the same question (effectiveness), but in an ego-saving manner, by asking if the subordinates try to implement or take positive action as a result of the supervisor's counseling efforts.

Q44. To what extent do your subordinates attempt to implement the outcomes of your personal counseling efforts?

N = 58	$\bar{x} = 3.155$	sd = .854
Off = 12	$\bar{x} = 3.333$	sd = .985
NCO = 29	$\bar{x} = 3.241$	sd = .830
Corp = 17	$\bar{x} = 2.882$	sd = .781
Off/NCO	T = .298	Not Significant
Off/Corp	T = 1.324	Significant at .10 only
NCO/Corp	T = .982	Not Significant

As shown by these statistics, there was no significant difference in the three categories as to how they perceive subordinates attempting to implement their efforts. All responded lower than they did in Q38. The two questions were compared to each other by rank category.

	<u>Question 38</u>	<u>Question 44</u>
N = 58	$\bar{x} = 3.586$	$\bar{x} = 3.155$
Off = 12	$\bar{x} = 3.667$	$\bar{x} = 3.333$
NCO = 29	$\bar{x} = 3.759$	$\bar{x} = 3.241$
Corp = 17	$\bar{x} = 3.235$	$\bar{x} = 2.882$
N = 58	T = 2.686	Significant at .005 level
Off = 12	T = .938	Not Significant
NCO = 29	T = 2.541	Significant at .01 level
Corp = 17	T = 1.017	Not Significant

Overall, a significant difference in perception exists. The significantly lower NCO score is surprising, since they have both training and experience. It may indicate that their experience provides the best evaluation of the effectiveness by all groups.

The third question of this series was included to determine the relative sensitivity of "personal counseling" versus "job performance counseling." The purpose is to see if non-professional counselors feel they can provide counseling with the same degree of effectiveness on a personal matter as they can on a job performance problem.

Q48. To what extent do you feel qualified to counsel a subordinate on his/her job performance?

N = 58	$\bar{x} = 4.0$	sd = .816
Off = 12	$\bar{x} = 4.333$	sd = .615
NCO = 29	$\bar{x} = 4.103$	sd = .724
Corp = 17	$\bar{x} = 3.588$	sd = .795
Off/NCO	T = .929	Not Significant
Off/CORP	T = 2.580	Significant at .01 level
NCO/Corp	T = 2.196	Significant at .025 level

This question was analyzed against Q38 to determine the difference in confidence of supervisors in their effectiveness in counseling on a job performance problem versus a personal problem.

Q38 versus Q48

N = 58	T = -2.638	Significant at .001 level
Off = 12	T = -2.399	Significant at .025 level
NCO = 29	T = -1.011	Not Significant (both low)
Corp = 17	T = -1.821	Significant at .05 level

The results of this analysis show there is a significant difference among supervisors about their effectiveness in counseling on job performance problems versus personal problems. With the exception of the corporals, supervisors feel much more effective in job related counseling. The non-significant difference of the corporals may be attributed to their rank (looked on as peers) and their lack of any training in counseling techniques.

These three questions were the self-assessment by the supervisors of their own capabilities as counselors to their subordinates with personal problems. The responses were positive, but not as positive as expected. The effectiveness rating for counseling personal problems was significantly lower than job performance problems. Also significant was the overall difference in self-assessment (Q38) and the assessment of effectiveness when responsibility was transferred to the counselee (Q44). Supervisors appear to have a fairly positive attitude about their effectiveness, but the results also indicate some uncertainty in counseling on personal problems and differences in effectiveness based on lower rank and less experience as a supervisor.

The second portion of this section is an evaluation of the supervisors' capabilities as judged by their subordinates. The eight questions include responses from both supervisors and non-supervisors. The purpose of this section is to find any differences that may exist between the self-assessment and the assessment by subordinates.

The first question asks supervisors to assess their immediate supervisor as they did on themselves in Q38. The results are first analyzed for differences in response to the question and then analyzed against the results of Q38 to see how accurate a gauge supervisors have of their effectiveness.

Q41. To what extent is your supervisor effective in counseling soldiers who have a personal problem?

N = 58	$\bar{x} = 3.120$	sd = 1.115
Off = 12	$\bar{x} = 3.083$	sd = 1.379
NCO = 29	$\bar{x} = 3.276$	sd = .996
Corp = 17	$\bar{x} = 2.882$	sd = 1.166

There is no significant difference between the groups analyzed here. The response was quite medium range for all respondents. More importantly though, the mean results to this question were approximately .5 lower, both overall and by subgroup than the mean results in Q38. The overall difference was significant at the .01 level and is critical since it indicates a misperception between groups and is a blockage to effective counseling.

Q21 and Q28 were asked of all respondents and are identical except that Q28 specifies "personal counseling" and Q21 is more general, asking only for an assessment of their supervisors abilities as a "helpful counselor."

Q21. To what extent do you feel that your chain of command acts as effective, helpful counselors?

N = 95	$\bar{x} = 3.105$	sd = 1.036
Off = 12	$\bar{x} = 3.917$	sd = .793
NCO = 29	$\bar{x} = 3.103$	sd = 1.047
EM = 54	$\bar{x} = 2.925$	sd = 1.007

Off/NCO	T = 2.362	Significant at .025 level
Off/EM	T = 3.15	Significant at .01 level
NCO/EM	T = .747	No significant difference

Q28. To what extent do you feel that seeking counsel from your chain of command could be helpful in your solving a personal problem?

N = 94	\bar{x} = 3.159	sd = 1.185
Off = 11	\bar{x} = 3.545	sd = 1.213
NCO = 29	\bar{x} = 3.448	sd = 1.152
EM = 54	\bar{x} = 2.962	sd = 1.163
Off/NCO	T = .644	No significant difference
Off/EM	T = 1.244	No significant difference
NCO/EM	T = 1.799	Significant at .05 level

By category, an analysis of the two questions shows no clear difference in response between the general and the more specific question. However, the lower ratings given by EM about the chain of command's abilities and the differences between self-assessment and assessment of supervisor (Q38 and Q41) directs analysis into two additional areas to seek more information. The first is directed at the platoon leader to see if this relatively young and inexperienced leader could be a weak link in the counseling system. The second concentrates on ascertaining confidence in the chain of command's counseling and its effectiveness by asking respondents to compare it to the professional counselors.

Two questions were included that seek information on the platoon leaders' effectiveness. Q26 asks only if the respondents platoon leader would "listen," while Q16 asks if the platoon leader would "help" the respondent with a personal

problem. Only respondents with platoon leaders answered these questions.

Q26. To what extent would your PLT LDR listen to you if you approached him/her with a serious personal problem?

N = 82	$\bar{x} = 3.287$	sd = 1.269
NCO = 28	$\bar{x} = 3.70$	sd = 1.146
EM = 54	$\bar{x} = 3.074$	sd = 1.301
NCOM/EM	T = 3.074	Significant at .025 level

Q16. To what extent would your PLT LDR help you in working out an answer to a family crisis?

N = 82	$\bar{x} = 3.195$	sd = 1.203
NCO = 28	$\bar{x} = 3.655$	sd = 1.111
EM = 54	$\bar{x} = 2.926$	sd = 1.211
NCO/EM	T = 2.625	Significant at .01 level

The results are lower than expected. A positive, healthy response would be 3.5 or greater overall. The NCO's met this criteria and were significantly more positive in their response. However, before making any conclusions that the platoon leader was not available or helpful to the EM, the results of Q17 need to be analyzed to see if this negative perception applied only to the platoon leader or if it was more general in nature. Q17 does this by asking respondents to compare their feelings about counseling capabilities of the chain of command versus that offered by the professional counselors available.

Q17. To what extent would you feel more confident and comfortable discussing a personal problem with someone in your chain of command versus going to one of the following counseling services (Chaplain, Army Community

Services, Drug and Alcohol Abuse Center, Community
Mental Health or Legal Assistance)?

N = 93	$\bar{x} = 3.09$	sd = 1.347
Off = 11	$\bar{x} = 3.36$	sd = 1.431
NCO = 29	$\bar{x} = 3.379$	sd = 1.265
EM = 53	$\bar{x} = 2.777$	sd = 1.236
Off/NCO	T = -.033	No significant difference
Off/EM	T = 1.362	Significant at .10 level
NCO/EM	T = 2.065	Significant at .025 level

The results provided by Q17 support the results of Q26 and Q16 on the platoon leaders' capabilities. The results of all three questions show that while officers and NCO's prefer the chain of command as their primary counseling resource, EM are ambivalent and seem to slightly favor the outside professional counselor. The significantly lower mean scores in Q26 and Q16 indicate a problem. Q17 generalizes that this problem, as perceived by EM, exists among all supervisors in the unit chain of command. No specific reasons are proposed at this point, as other questions in later sections may provide answers on why this exists and how serious it is.

4. Supervisors' Training and Techniques

The purpose of this section to analyze results on the training the supervisors receive, if more training is needed, and what techniques supervisors use. It is anticipated that some problems exist when a supervisor, with a limited background or training in counseling, is placed in the dual role of directing subordinates on the job and also being able to use effective counseling techniques for personal problems.

Three questions were included that ask the respondent if counseling can be taught, if they need more training, and if they feel their supervisor would be a better counselor if he received additional training. The first question is very basic and asks if counseling is a learned skill.

Q43. To what extent do you believe that basic counseling techniques can be taught to supervisors and leaders?

N = 58	$\bar{x} = 3.775$	sd = .81
Off = 12	$\bar{x} = 4.0$	sd = .739
NCO = 29	$\bar{x} = 3.655$	sd = .721
Corp = 17	$\bar{x} = 3.823$	sd = 1.014

There is no significant difference between categories. Based on the positive results, it is concluded that supervisors have an understanding that counseling is a learned skill.

The second question asks supervisors for a self assessment of their need for additional training. This question is key in that it provides direct feedback from the source on where the Army should provide additional training efforts.

Q40. To what extent do you feel that additional formal training on counseling techniques would improve your capabilities as an effective counselor?

N = 58	$\bar{x} = 3.672$	sd = 1.205
Off = 12	$\bar{x} = 2.833$	sd = 1.337
NCO = 29	$\bar{x} = 3.620$	sd = 1.178
Corp = 17	$\bar{x} = 4.353$	sd = .701
Off/NCO	T = -1.823	Significant at .05 level
Off/Corp	T = -3.005	Significant at .01 level
NCO/Corp	T = -2.283	Significant at .025 level

The results vary inversely with the rank and the amount of previous training that the respondent has received. The corporals have had little or no formal training and feel most strongly that they need more. The officers have the most training and don't express as great a need for more. They are probably more concerned about acquiring the experience to fully utilize what they have learned. The NCO's, having both some training and quite a bit of experience, recognize the importance of both training and experience.

The third question asks both supervisors and subordinates if they feel their leaders in the chain of command need more training.

Q22. To what extent does your supervisor need more training in how to counsel in order to be helpful to you?

N = 95	$\bar{x} = 2.905$	sd = 1.264
Off = 12	$\bar{x} = 2.25$	sd = 2.828
NCO = 29	$\bar{x} = 2.828$	sd = 1.338
EM = 54	$\bar{x} = 3.094$	sd = 1.217
Off/NCO	T = -1.247	No significant difference
Off/EM	T = -2.124	Significant at .025 level
NCO/EM	T = - .905	No significant difference

The differences in these results reinforce those from Q40. Also, those most satisfied with the chain of command in Q21 express less need for more training in this question. The corporals, who have not normally received training, are the ones that are least sure of their own abilities and are judged as less effective by their subordinates.

The second part of this section asks what techniques leaders use. Three questions ask about technique and two other questions cover pitfalls that most non-professional counselors encounter. It is anticipated that military leaders would have a strong tendency to rely on the directive approach in counseling since they use it in the job setting. Over-utilization of this approach in counseling soldiers with personal problems would tend to limit the counseling success that the leader would have.

The first two questions ask if the leader uses directive techniques and if they feel more comfortable using directive counseling. The results should be very close on these two questions.

Q47. To what extent do you recommend a solution to the subordinate who sees you about a personal problem?

N = 58	$\bar{x} = 3.482$	sd = 1.012
Off = 12	$\bar{x} = 3.083$	sd = 1.443
NCO = 29	$\bar{x} = 3.483$	sd = .738
Corp = 17	$\bar{x} = 3.764$	sd = 1.032
Off/NCO	T = -1.139	No significant difference
Off/Corp	T = -1.429	Significant at .10 level
NCO/Corp	T = -1.048	No significant difference

Q50. To what extent do you feel more comfortable advising or directing a subordinate versus attempting to let the subordinate come up with his/her own solution to a personal problem?

N = 58	$\bar{x} = 3.017$	sd = .964
Off = 12	$\bar{x} = 2.583$	sd = 1.164
NCO = 29	$\bar{x} = 3.069$	sd = .903
Corp = 17	$\bar{x} = 3.235$	sd = .831

Off/NCO	T = 1.182	No significant difference
Off/Corp	T = -1.667	Significant at .10 level
NCO/Corp	T = - .0606	No significant difference

The results of both these questions indicate a mixed split between utilizing directive and non-directive techniques. There is a slight tendency favoring the use of directive techniques by the lower ranking supervisors.

The third question in this section asks for the same information in reverse by asking if the supervisor uses general non-directive techniques.

Q49. To what extent do you help a subordinate think about and solve his/her own problems, even if you disagree with the solution, versus giving the individual your recommendations?

N = 57	$\bar{x} = 3.438$	sd = .945
Off = 12	$\bar{x} = 3.75$	sd = .866
NCO = 29	$\bar{x} = 3.206$	sd = .875
Corp = 16	$\bar{x} = 3.125$	sd = 1.098
Off/NCO	T = 1.772	Significant at .05 level
Off/Corp	T = 1.574	Significant at .05 level
NCO/Corp	T = .264	No significant difference

The results of this question substantiate those of the last two questions. The officers utilize non-directive techniques slightly more than NCO's and Corporals do. This is most likely based on the training that they have received. The three questions indicate that the formal training in counseling that the Army provides helps those who receive it to utilize multiple techniques and provide a much more well-rounded supervisor than if training was not given.

The last two questions in this section ask if the supervisors are able to counsel on a personal problem without becoming too involved themselves and feeling frustrated or taking on the subordinates problem as their own. They cannot be effective counselors or leaders if they are acutely affected by the subordinates' problems.

Q35. To what extent do you feel depressed or frustrated after counseling a subordinate?

N = 58	$\bar{x} = 2.396$	sd = 1.091
Off = 12	$\bar{x} = 2.167$	sd = .718
NCO = 29	$\bar{x} = 2.517$	sd = 1.217
Corp = 17	$\bar{x} = 2.353$	sd = .996

No significant differences between categories

Q34. When you are counseling a subordinate, to what extent do you find yourself getting involved and taking on the subordinates problem as your own?

N = 58	$\bar{x} = 3.017$	sd = 1.198
Off = 12	$\bar{x} = 2.583$	sd = 1.564
NCO = 29	$\bar{x} = 3.034$	sd = 1.085
Corp = 17	$\bar{x} = 3.30$	sd = 1.046
Off/NCO	T = -1.029	No significant difference
Off/Corp	T = 1.427	Significant at .10 level
NCO/Corp	T = - .795	No significant difference

The response to these two basic pitfalls of amateur counselors is pretty typical. Supervisors are affected to some degree by the people they counsel. A professional counselor could not allow himself to become this closely involved with the problems that his clients have. Although not significantly

different, the training that officers receive in counseling techniques which the corporals don't probably explain the difference in the mean scores between those two categories.

In summary, this section provides the following information. First, a basic understanding exists that counseling can be taught. The need for additional training is most evident for the corporals while those with more training perceive less of a need for themselves and their subordinates views seem to support this. Second, the techniques used by the supervisors are affected by the amount of training they have received. These lay counselors are still prone to some pitfalls in counseling, but it appears that the training they receive makes them less prone to these pitfalls.

5. Role of Installation Counselors

A final purpose of the survey was to determine the use of the professional counselors available at the installation by the unit. Eleven questions were included to provide information in three general areas. The first area is the level of confidence and trust that soldiers and supervisors have in the installation counselors versus what is available from their chain of command. Five questions were included to determine a preference by the soldier and the supervisor. The second area of interest is the availability of the professional counselors to the soldier who has a problem. Are they available to the supervisor who wants to refer a soldier and are they available to the soldier who seeks help on his

own? Closely related to the first two areas is the third, which concentrates on the possible obstacles that exist to the soldier who needs the professional counseling that is provided by the installation.

The first section is directed at determining if there is a need for supervisors in the unit to provide counsel or if there should be sole reliance on the installation counselors that are available. A reverse way of stating it is "are the supervisors adequate and is there even a need for the counselors at installation level?" The questions ask where the focus should be: unit supervisor, installation counselor, or a combination of both?

The first question was included to confirm or disspell the "macho" or ego problem of seeking counsel from the soldiers supervisor. Often is it easier to seek help from a stranger than it is to ask for assistance from a supervisor or peer.

Q27. To what extent would seeking counsel on a personal or family problem from your supervisor embarrass you?

N = 94	$\bar{x} = 2.467$	sd = 1.244
Off = 11	$\bar{x} = 2.363$	sd = 1.433
NCO = 29	$\bar{x} = 2.448$	sd = 1.088
EM = 54	$\bar{x} = 2.50$	sd = 1.225

There is no significant difference in the responses. The results are fairly positive toward the openness of communication between soldier and supervisor. This indicates an apparently good level of communication within this unit. A

follow-on question asks all respondents to evaluate their unit on their effectiveness as counselors.

Q21. To what extent do you feel that your chain of command acts as effective, helpful counselors to you?

N = 95	$\bar{x} = 3.105$	sd = 1.036
Off = 12	$\bar{x} = 3.917$	sd = .793
NCO = 29	$\bar{x} = 3.103$	sd = 1.007
Off/NCO	T = 2.362	Significant at .025 level
Off/EM	T = 3.15	Significant at .01 level
NCO/EM	T = .747	No significant difference

The results indicate a mid-range, noncommittal response from the NCO's and the enlisted members. The officers are significantly more positive in their opinion of the chain of command's effectiveness. Before making any conclusions based on these two questions, it is useful to compare it to the results of another question which asks how effective the counselors available at the installation are. These results may show either a preference for the professional over the chain of command or may indicate how soldiers feel that they should complement each other.

Q32. To what extent are the special counseling services at your post useful to you in providing effective counseling to your subordinates?

N = 58	$\bar{x} = 3.362$	sd = 1.071
Off = 12	$\bar{x} = 3.833$	sd = .835
NCO = 29	$\bar{x} = 3.310$	sd = 1.038
Corp = 17	$\bar{x} = 3.117$	sd = 1.218
Off/NCO	T = 1.302	Significant at .10 level
Off/Corp	T = 1.702	Significant at .05 level
NCO/Corp	T = .557	No significant difference

The results are fairly positive, with the officer ranks more positive than the NCO's and Corporals. In fact, the officers are more positive about both the chain of command and the installation counselors. This is probably because they have the most contact with both groups and feel that the system works. The next question provides more information to support this thought.

Q54. To what extent, once the individual tells you about a personal problem, do you refer him to someone (Army Community Services, Legal Assistance, Community Mental Health or Psychologist)?

N = 58	$\bar{x} = 3.344$	sd = 1.015
Off = 12	$\bar{x} = 3.583$	sd = .90
NCO = 29	$\bar{x} = 3.448$	sd = .910
Corp = 17	$\bar{x} = 3.0$	sd = 1.172
Off/NCO	T = 1.133	Significant at .10 level
Off/Corp	T = 1.387	Significant at .10 level
NCO/Corp	T = 1.065	No significant difference

The results to this question are fairly healthy. It appears that referring a soldier is looked at by supervisors as a correct response. Officer and NCO mean scores were slightly higher and support the idea that most referrals are done by officers based on input from the senior NCO's. The corporals responded lower, probably because they have less voice in the actual referral process.

The second general area is a follow on to the set of questions just presented. It seeks information on the availability of the professional counselors to the unit chain of

command and the individual seeking help. The question to be answered is "how accessible are the counselors when they are needed?"

Q13. To what extent are special counseling services available at your post to assist you with personal problems?

N = 95	$\bar{x} = 3.347$	sd = .987
Off = 12	$\bar{x} = 4.00$	sd = .853
NCO = 29	$\bar{x} = 3.448$	sd = .870
EM = 54	$\bar{x} = 3.148$	sd = 1.017
Off/NCO	T = 1.813	Significant at .05 level
Off/EM	T = 2.645	Significant at .01 level
NCO/EM	T = 1.046	No significant difference

Q33. To what extent are special counseling services at your post available when you attempt to refer a subordinate to them?

N = 58	$\bar{x} = 3.603$	sd = 1.119
Off = 12	$\bar{x} = 4.167$	sd = .937
NCO = 29	$\bar{x} = 3.621$	sd = .775
Corp = 17	$\bar{x} = 3.176$	sd = 1.185
Off/NCO	T = 1.281	No significant difference
Off/Corp	T = 2.328	Significant at .025 level
NCO/Corp	T = 1.268	No significant difference

The results indicate a fair degree of availability. I would like to have seen a response above 4.0 overall. This would indicate real time availability. It is evident that rank has a bearing on getting the services. This reinforces the results from the previous questions. The system is most available if the soldier goes to a senior NCO or officer and they

make contact with the professional service. The EM with a problem who wants direct help is less confident about receiving it. This may be a critical shortcoming if the chain of command is not willing to refer or in some way puts up obstacles to the soldier requiring professional counseling.

The third area determines if obstacles exist that prevent the soldier from seeking help from the professional counselors. It asks all respondents about the units perceptions of the soldier who seeks outside counseling. Four questions ask for opinions in this area. The first one seeks to determine all respondents perceptions toward the professional services as being places whose purpose is to help or a place that you are sent if the unit wants to eliminate you from the service. If this perception exists, it becomes a true obstacle to promoting a healthy system. The next two questions are identical to each other but one is answered by all respondents and the second is answered only by the supervisors. It seeks information to support the results of the last section about whether the chain of command views referral as the best response or if it somehow views it as a failure on their part and tries to block referrals. The last question in this series asks all respondents if seeking help from the professional counselor or being referred to them has negative effects on the individual's career. It seeks to determine if a stigma is attached to seeking help on a personal problem. This, if true, would again indicate that the current system is not optimal.

Q25. To what extent do you view the Chaplain, the Drug Abuse Center, Community Mental Health, Legal Assistance or the Army Community Services as places that your Chain of Command sends you in order to get you "fixed" or else gets you out of the service?

N = 94	$\bar{x} = 2.648$	sd = 1.16
Off = 11	$\bar{x} = 2.54$	sd = 1.403
NCO = 29	$\bar{x} = 2.667$	sd = 1.093
EM = 54	$\bar{x} = 2.66$	sd = 1.149

There was no significant difference based on rank and while the response is not negative, I would think a healthy response would be 2.0 or less. The results do not meet this and indicate that the perception of "get fixed or get out" exists to some degree. It also seems to be a widely shared attitude since there is no significant difference in the mean scores.

Q14. Assuming you feel that you would like to seek counseling from one of the counseling services on post; to what extent do you feel that your chain of command would somehow hinder your attempts to do so?

N = 95	$\bar{x} = 2.442$	sd = 1.358
Off = 12	$\bar{x} = 1.667$	sd = 1.231
NCO = 29	$\bar{x} = 2.586$	sd = 1.57
EM = 54	$\bar{x} = 2.537$	sd = 1.224
Off/NCO	T = -1.765	Significant at .05 level
Off/EM	T = -2.190	Significant at .02 level
NCO/EM	T = .153	Not significant

Q53. To what extent does the chain of command hinder your subordinates in their efforts to seek outside counseling (Chaplain, Army Community Services or Legal Assistance)?

N = 58	$\bar{x} = 2.258$	sd = 1.250
Off = 12	$\bar{x} = 1.50$	sd = .674
NCO = 29	$\bar{x} = 2.621$	sd = 1.321
Corp = 17	$\bar{x} = 2.176$	sd = 1.098

Off/NCO	T = -2.724	Significant at .01 level
Off/Corp	T = -1.829	Significant at .05 level
NCO/Corp	T = 1.146	No significant difference

As with the previous question, a real healthy response would be 2.0 or less. The overall results to the two questions indicated a favorable but mediocre opinion. The significantly more optimistic mean score of the officers than that of the NCO's and EM support earlier results of a more favorable situation and opinion based on their rank and possibly shows some misperception based on inexperience or isolation. Whatever the reason, it indicates that the officers and their subordinates view referral with different attitudes. This can be an obstacle to effective communications and will cause problems in counseling situations.

Q24. To what extent do you feel hesitant about seeking counsel from the Drug and Alcohol Center, the Chaplain, Army Community Services, Legal Assistance or Community Mental Health because of a fear that you may jeopardize your military career or suffer some reprisal?

N = 94	\bar{x} = 2.369	sd = 1.430
Off = 11	\bar{x} = 1.545	sd = 1.213
NCO = 29	\bar{x} = 2.586	sd = 1.376
EM = 54	\bar{x} = 2.370	sd = 1.391
Off/NCO	T = -2.149	Significant at .025 level
Off/EM	T = -1.802	Significant at .025 level
NCO/EM	T = .668	No significant difference

The same trend is apparent in the results to this question. There is some stigma attached to seeking assistance or being referred to a professional counseling service. The officers

are not as aware of it and this will cause misunderstanding and an obstacle to their efforts to help a soldier who needs their help or the help of a professional counselor.

B. INSTALLATION INTERVIEWS

This section presents the results obtained and the analysis of twelve, one-hour interviews conducted with professional counselors who work at the installation level. The counselors interviewed were selected based on the following criteria:

1. Part of an installation counseling service that encounters soldiers with personal problems;
2. Primary function is as a counselor and has daily contact with soldiers and unit chains of command;
3. A mixture of counselors was desired that would provide various insights. Thus, some were Department of the Army civilian employees of various grades and others were military personnel, both officer and enlisted ranks.

The structured interview sought information on:

1. Mission of the counselor; level of training of the counselor and his peers; number of counselors available; an estimate of the current workload; assessment of methodology, policies, and success rate.
2. Perceptions by professional counselors on the adequacy and capability of the unit chain of command (supervisors) to provide effective counsel to the individual with a personal problem; and their readiness to refer the individual to the professional services when necessary.
3. Recommendations on what formal training and unit level training programs can do to increase the effectiveness of the supervisor as a counselor.
4. Relationships, policies, and procedures that exist between the counseling services at the installation and the units that they support; and the relationship between the various counseling services at the installation level.

Interviews were conducted with one or two counselors from each of the following counseling services:

1. Army Community Services (ACS), DPCA.
2. Community Mental Health (CMH), DPCA.
3. Legal Assistance Office, Staff Judge Advocate Office.
4. Post Education Office, DPCA.
5. Drug and Alcohol Abuse Center, DPCA.
6. Division/Post Chaplain, DPCA.
7. American Red Cross, DPCA overview.
8. Department of Psychiatric Care, Post Hospital.

The results of the interviews indicate that not all of the individuals interviewed fully satisfy the criteria established for selection as an interviewee. For example, only six fully satisfy criterion one (personal problems), and three did not satisfy a portion of criterion two (daily contact with the units). However, each had some valid input and are part of the counseling system, so the input that they provided in areas where they met the criteria is included.

1. Mission, Training Availability, Assessment of Effectiveness

All of the interviewed organizations are command approved. The American Red Cross is not an organic part of the organization, but operates with United States government approval at all Army posts. The mission of each includes varying emphasis on the following activities: information providers; coordinators of administrative matters; services to alleviate hardship situations; investigators; and, counselors.

The education level and type of training varies greatly. However, the education level of the individuals who are actively involved in counseling the soldier with the personal problem is impressive. Of the individuals who were practicing "counselors," at least 60% had a master's or doctorate degree in psychology, counseling, social work, or some related behavioral science area. All Department of the Army civilians interviewed had at least a bachelor's degree. The military counselors' education and training range from a minimum of having completed the Behavioral Science Specialist Course at Fort Sam Houston, Texas (which implies a high school education, specific counseling training and some college credits) to master's and doctoral degrees. Several of the interviewees expressed concern that the enlisted counselors (Behavioral Science Specialist-91G) often did not have the necessary formal training or did not exhibit professional counseling characteristics and were of mixed effectiveness. In fact, on inquiry of the Behavioral Science School, it was found that the specialty 91G is an entry level specialty. Training at the school is not intended to fully qualify the student. Graduates are intended to function as counseling assistants or administrative assistants until such time that they demonstrate sufficient skills and experience to function independently as a counselor. It is expected that this individual attend additional training, either on a specific job basis or independently to increase his counseling skills.

The workload of the counselor and his availability to the soldier varied greatly between counselors interviewed. The counselors were asked, "what percentage of your time is spent actually in counseling with a client?" The responses ranged from 20% to 90%. The amount of administrative workload varied inversely.

Most of the interviewees felt they were effective at discharging their stated mission. The measures of effectiveness expressed were:

Keep the client coming back. Keep the door open and the dialogue open and the healing or problem solving process will work. (ACS)

Twenty-five percent never follow through. (ACS)

I provide a low-risk alternative. I'm here to assist the people in their needs. (Chaplain)

We are successful if the client is motivated and wants to follow through and do the work required. (D&A)

Quite effective with the 15% who are referred in time. Eighty percent arrive too late to save their military career. (CMH)

As a counselor in a command program, I am effective. This program gives the individual an opportunity. If he refuses to take it, he is discharged. Success is a matter of degree. (D&A)

Decrease in dysfunctional behavior is a success. The current program supports the unit commander. Using our service, the commander is able to rid the Army of non-successes. We are effective either way. (D&A)

2. Effectiveness of Supervisor Counseling

The interviewees provided a mixed response on the ability of the unit chain of command to assist the individual with a personal problem. A majority stated that supervisors are not trained as professional counselors and this must be taken into account in evaluating what they can or should do. Five interviewees stated that the normal organizational climate in the unit is not conducive to support the level of awareness and trust necessary to support counseling of personal problems. Three of the counselors said that the unit chain of command was totally preoccupied with mission tasks and roles.

They don't have the time to dedicate to extensive counseling or behavioral adjustments, and shouldn't be expected to perform that task. (Post Hospital)

Three counselors stated that all other categories of problems stem from the personal problem and "most soldiers identified should be referred to the expert." The following are further examples of how trained, professional counselors evaluate the effectiveness of supervisors in the counseling role.

The fully trained, full time counselor has skills not possessed by a majority of the unit leaders. (Post Hospital)

The supervisor can be hampered by knowing the individual too well to be objective. They (supervisors) often get too involved with the individual and the problem, so it interferes with their mission requirements. They spend ninety percent of their time on ten percent of the people. Some problems, such as drug and alcohol abuse, child or spouse abuse and marital problems, should not be the unit's responsibility to counsel since they aren't trained to do it. (Post Hospital)

Quite often the problem gets to the point where the unit cannot possibly handle it before action to refer is taken. Then the troop is sent to me to get fixed or get kicked out. Eighty percent arrive too late to save their military career.--The E-5, E-6 and O-1's (sergeant, staff sergeant and second lieutenant) are not very effective because they are struggling with their own role dilemmas and crisis. The E-8 and O-3's (first sergeant and captain) and up do fairly well. (CMH)

Another problem is that some units spend a lot of time in the field training. This disrupts appointments and causes all kinds of headaches for us. (D&A)

Approximately half of the counselors interviewed expressed some irritation over the high percentage of soldiers who they say are misreferred.

Ten percent of my clients are misreferrals. I'm not not an attorney or a financial institute. (CMH)

About twenty-five percent. However, it isn't a total loss. They find out where I am, gain some confidence in me, and often return with real problems later on. (Chaplain)

Another interviewee said that this used to be a problem but that her organization had solved it by assigned units to a counselor and having that counselor spend half a day every week with each unit to work on scheduling and administrative issues.

3. Recommendations for Training

The interviewed counselors each had opinions on what skills should be taught to the unit supervisors. None recommended drastic revisions but rather emphasized certain characteristics that the supervisor should display and several techniques that can be used. No particular consistency

was found on which approach or theoretical philosophy of counseling should be emphasized. Most of the recommendations can be categorized as follows:

- a. Communicative skills and active listening that will result in more effective two-way communication.
- b. Knowledge of the counseling system. "It is important that the leader, especially the young one, know who is available to assist and how to contact them."
- c. Be able to spot distress. "Teach what the 'red flags' are."
- d. Most emphasized that "referring early enough" was a major problem and the young leader must be taught that referral is not a last resort or an insult to their abilities but rather the correct solution.
- e. "Teach basic interviewing techniques." This is viewed as going one step beyond the active listening listed above.
- f. "Train the leader to recognize and take care of his own stress. Until this is done, he cannot be effective in helping his troops."
- g. Self-awareness. "There are workshops that help on this. Many junior leaders don't realize how they come across to the individual under them." This recommendation relates to the previous one on handling stress.

4. System Interaction

The interviewees provided valuable information in this area. Most stated that they had very little personal face to face contact with the unit chain of command. Part of this was due to the counselor-client confidentiality when the soldier sought assistance without chain of command knowledge. On referrals, the communication between the unit and the professional counselor is mostly written and the main interface is through the administrative receptionist who "handles the forms." The process that the author observed was:

- a. The unit decides to refer a soldier and calls the receptionist to set up an appointment, or the soldier calls the receptionist and makes his own appointment.
- b. Counselor sees the soldier one or more times. Seldom is written or oral communication with the unit required. If an appointment is missed, the receptionist calls the unit and notifies the First Sergeant.
- c. If the counseling is determined to be successful and no longer needed, the counselor and client agree to end the sessions and the file is closed. The chain of command is notified only if the soldier was referred. If the individual is referred and is subject to administrative discharge or disciplinary action, failure to make improvements through counseling usually caused the counselor to fill out a pre-printed recommendation form and sometimes call the unit to inform them of the counseling failure.

Several of the counselors saw problems with this system. One counselor stated that "unit leaders are hard to get a hold of. They've got busy schedules and aren't always by telephones. I could leave a message but usually when the captain calls back I'm in another session and can't take the call. It's frustrating. I don't know the solution." A final example is from a counselor who saw the lack of interaction as a larger deterrent than just an inconvenience.

...whether people seek us out for assistance is in large part dependent on their perception of us. The troop coming in my front door or the platoon sergeant who wants to refer him to me, will only do so if they know and trust me and my organization. For that platoon sergeant, his credibility is 'on the line' in making a referral. I think that we counselors have to market ourselves to the leader and develop a level of mutual trust with them. (CMH)

A second part of this section is to determine how much interaction is ongoing between the various counseling services at the installation level. The responses were fairly

definite. All of the interviewees were knowledgeable of the location, mission, and capabilities of the other services. Several stated that they knew most of the other professional counselors, but most had infrequent contact with others outside their own organization. All stated they occasionally had telephone conversations, usually correcting a misreferral or seeking assistance for a client who had other needs outside their own expertise. One individual stated:

Teamwork between us and the other organizations is minimal. There is no postwide system.--There are a lot of overlaps, gaps, etc. (CMH)

This statement appears to be fairly true in each of the services. Each organization had its own procedures, policies, and areas of interest and expertise. The only common bond is the expert knowledge of counseling and the local system.

V. CONCLUSIONS AND RECOMMENDATIONS

The data collected and presented in the last chapter come from one installation in the U.S. Army. One battalion-sized unit was surveyed and only the professional counselors at one installation were interviewed. The conclusions and recommendations given in this chapter have direct application to this installation. Use elsewhere should only be attempted after checking to ensure that the environment, policies, resources, and organizational climate are similar. Based on the criteria used in picking the installation and unit, the recommended actions could at least be generalized to any installation in the continental United States which is the home of an Infantry or Armor Division. The recommendations do not necessarily fit other types of posts or units, especially those based overseas.

The Army has made improvements in the last twenty years in recognizing that soldiers have personal problems and these problems degrade duty performance and unit readiness. The implementation of the installation level professional counseling services was a progressive step and puts the Army in the forefront with a few civilian organizations in providing for the total worker.

Some problems still exist and all are not solvable by the organization. A certain percentage of soldiers will

continue to be discharged because their personal problems cannot be resolved effectively by the organization. This is a fact within any organization and the leadership must decide where to draw the line on the cost effectiveness of expending further resources on counseling. Accepting this, the real issue addressed in this chapter is to make the system work as efficiently and effectively as it can using current resources.

Listed are the author's findings and recommendations for improvements to the system. They can be implemented using existing resources.

1. While the soldiers surveyed indicated that they feel fairly free to use the counseling system, a stigma exists that seeking counsel can have a negative bearing on the soldier's career. This situation exists in a unit which has a fairly healthy organizational climate. This occurs largely because policy requires units to use the counselors in the evaluation of soldiers before they can initiate certain administrative discharges. This policy has the advantage of being efficient when the soldier is not making progress in counseling or the commander feels he wants to initiate a discharge on a soldier. Expert advice and recommendations are needed and the counselor who is familiar with the case can provide it without extra effort in time or expense. However, it causes the stigma that the counselors

can damage careers. The soldier is less apt to seek help or to fully become involved with the counselor. Unit leaders tend to also see them in this way. It is recommended that this policy be changed so no tie exists between what the counselor's role is and what the unit commander is doing in the way of disciplinary or administrative action. This change will make it easier for the soldier to seek counsel if he has a problem. It will also provide a less stressful environment that would greatly help the counselor be successful in his primary role. It would be a proactive strategy and require a joint effort between the installation commander, the counselors, and the units they serve.

2. The young, inexperienced officer and the untrained corporal are weak counselors. These two groups are critical since they have the most day-to-day contact with the soldier. The officer has had training but is very weak on self identity and experience. Basically, the lieutenant is in an apprenticeship leadership position. The corporal or new sergeant are also fairly new in their leadership roles and they most often don't have the benefit of any formal training in counseling techniques. The exception may be the individual who has attended a noncommissioned officer academy. The result of this inexperience or lack of training is devastating. The troubled soldier is not identified,

counsel is not provided early on, and the problem gets worse. The more experienced and trained leaders in the chain of command are made aware of the problem only when it's time to take legal or administrative action against the soldier. Chain of command counseling and referral to a professional counselor made at this time have a very limited chance of success. Pending administrative or legal action against the soldier expands the problem. The soldier not only has a problem, but the unit is adding to it by punishing him. Three recommendations are proposed that will improve this situation.

- a. Unit professional development training should be conducted to provide additional formal training to the young officer and noncommissioned officer. This training would reinforce training that they may have received in a TRADOC school and would provide these individuals with the attitude that their superiors feel counseling is important. The training should be basic, emphasizing what to look for (red flags) and the need to refer early through the chain of command. This early referral should be stressed as a proper action rather than a failure on their part to handle the situation.
- b. The more experienced officers and noncommissioned officers should reinforce this training by rewarding open communication and early action. Just as important, they must serve as role models and provide

their own expertise until the subordinate leader gains the training and experience.

- c. The unit training plan should include classes to all soldiers on the basic causes of personal problems, the help that is available to them by the unit and the installation, and the command policies that affect the soldier with a problem. The main emphasis should be that the soldier should seek help before it becomes a career or family threatening situation. This training program would best be implemented as part of the reception orientation the soldier receives during the first few weeks as a member of the unit when the objective is to integrate and socialize him into the organization.
3. The professional counselors are correct in stating that the unit does not refer early enough and often refers soldiers to the wrong organization. However, the counselors do little to encourage the chain of command to correct itself. An inadequate feedback loop exists from the counselor to the unit supervisor. The counselor-client relationship is built and the supervisor back in the unit gets little or no feedback from the counselor. It has become an appointment and paper-work relationship that best typifies a bureaucracy. In a large percentage of the cases, the counselor is

not in direct contact with the unit and a very impersonal, cold relationship exists. A more direct, participative relationship would be more beneficial to the soldier, the leader, and the counselor.

Without any additional counselors, a much more effective method should be implemented. It is recommended that:

- a. The professional counselors at the installation level make themselves available to provide the professional development instruction to unit leaders as mentioned above. The training the unit receives is only one of the benefits. More importantly, the leader and the counselor will meet on a face-to-face basis. The counselor will become aware of what the unit's problems are and what the level of counseling expertise is in the unit. The unit will know who the counselor is and what he can do to help its soldiers. As one of the counselors stated, "we must market our services." As stated earlier, one of the services was doing this on a half-day a week basis and they reported good results.
- b. The professional counselors should consider the supervisor as the third member of the group (counselor, client, and supervisor) when the soldier has been referred. Trust in the system would increase and the supervisor would gain valuable experience in observing the professional counselor. The

client and the supervisor would know first hand the problem and the intended solution. This knowledge would make solving the soldier's problem a full time matter rather than something that is dealt with one time a week when the soldier is absent from the unit to go to his appointment. There are some situations where this triad would not be appropriate; but, based on the counselor's best professional estimate, it should be used whenever possible.

4. The present counseling organizations found at the installation or post provide a wide assortment of programs and services that were not available twenty years ago. There is overlap in services and it is possible that a single agency would be more efficient. It could coordinate services better and be less confusing to the soldier or supervisor who is seeking the help. However, total centralization is not recommended for the following reasons:
 - a. It would tend to make the counseling service a more centralized organization and not support the closer counselor-unit leader relationship recommended above.
 - b. Consolidation would provide only one option. The current system has enough overlap to allow the soldier multiple sources of help.

It is instead recommended that the existing loose-knit committee that operates under the PDCA be strengthened and get

more directly involved in coordinating the services with the units and directing what policies best serve the soldier and the chain of command. Specifically, the DPCA staff should:

- a. Change personnel requirements in the counseling agencies so the trained counselor spends more of his time counseling and less time with administrative matters. There are enough counselors and administrative staff currently employed; it would involve utilizing them in the roles that best serve the unit.
- b. Oversee and ensure that units receive information on the capabilities of each of the counseling services and be a focal point for recommendations and requests that the units make.
- c. Push the counselors down to the unit location, to include field duty, in the attempt to bring a better understanding between soldier, counselor, and unit.

5. TRADOC training centers have made some very positive improvements in training leaders the techniques of counseling. Further improvements could be made by:

- a. Pushing the training down to more junior leaders. Presently, the lieutenant and the mid-range sergeant are as low as the training goes. It should be pushed further so that the new sergeant and the corporal receive it in the Primary Leadership Development Course. It would be up to the unit to send their people to the school as soon as they are assigned supervisory duties. This change, along with

professional development sessions held in the unit, would greatly improve the capability of the corporal.

- b. More training hours in the TRADOC classroom should be dedicated to practicing the techniques that are taught. There should be less lecture time and instead bring in officers and noncommissioned officers to provide the junior leader with situational problems that occur in the unit.
- c. Additional training about how to utilize the counselors available at the installation. This should include who they are, what specifically they do, and how the unit can use them.
- d. Additional training on stress management and situational instruction on what their role is in the unit.

To allow any system to effectively meet the organizational and individual needs, it must be adaptable and able to correct its course. During the last twenty years the Army has made significant advances in how it takes care of the soldier. This thesis is intended as a test of how the improvements are working and what can still be done. It is a "navigational fix" on a system that is on the move. Further research will continue to provide feedback that the organization will use as it plots its future.

APPENDIX A

COUNSELING SURVEY

PURPOSE:

This survey is given as part of a research project to evaluate the U.S. Army's role in providing counseling services to the individual soldier. The results will be used to determine what training officers and NCO's should receive to better fulfill their leadership role. Neither YOU nor Your UNIT will be identified by this survey. Any report back to your command will not identify INDIVIDUAL responses. The unit name will not be identified within the report. This is a survey for academic usage. DO NOT PUT YOUR NAME ON THIS SURVEY.

INSTRUCTIONS:

All questions will be answered by darkening in the appropriate circle or filling in the box beside or below the question. If you do not find the exact answer that fits your case, select the one that is closest to it. Remember, the value of the survey depends upon your being objective and straightforward in your answers.

6. How many years have you been in the Army? _____

7. Age? _____

8. Rank? _____

9. MOS/Specialty Code? _____

10. What are your current service plans?

- Remain on active duty/re-enlist
- Undecided about my service plans
- Plan to get out after current obligation

11. How many individuals do you supervise or have leadership authority over?

- None
- 1-8 individuals
- 8-25 individuals
- 25-70 individuals
- More than 70

12. How many times have you been sent to, or personally sought assistance from, the following people with a personal problem: Chaplain, Community Mental Health, Army Community Services, Drug and Alcohol Abuse Center?

- Never
- At least once
- 2-5 times
- 5-10 times
- More than 10 times

This portion of the survey concerns your perceptions of your leaders' capabilities to assist you in handling personal problems, and your knowledge of post-wide counseling services. Answer each question by carefully selecting one answer that best represents your feelings. This is NOT A TEST, so there are no right or wrong answers. The best answer is the one that most accurately describes how you feel about each issue.

- To a very little extent
- To a little extent
- To some extent
- To a great extent
- To a very great extent

13. To what extent are special counseling services available at your post to assist you with personal problems?

14. Assuming you feel that you would like to seek counseling from one of the post offered counseling services, to what extent do you feel that your chain of command would somehow hinder your attempts to do so?

15. To what extent would your first line supervisor give you advice if you approached him/her with a personal finance problem?
16. To what extent would your platoon leader help you work out your answer to a family crisis?
17. To what extent would you feel more confident and comfortable discussing a personal problem with someone in your chain of command (PLT SGT, PLT LDR, 1SG, COMPANY CO) versus going to one of the following counseling services (Chaplain, Army Community Services, Legal Assistance, Drug and Alcohol Abuse Center, Community Mental Health)?
18. To what extent does the Army have a responsibility to provide special counseling services (Army Community Services, Legal Assistance, Drug and Alcohol Abuse Centers, Community Mental Health and Chaplains) to you, a service member?
19. To what extent does the Army have a responsibility to provide special counseling services (Army Community Services, Legal Assistance, Drug and Alcohol Abuse Centers, Community Mental Health and Chaplains) to military dependents?
20. To what extent does the unit chain of command have a responsibility to provide counseling to its members on personal problems (financial, marital, drug and alcohol, legal matters, or career opportunities)?
21. To what extent do you feel that your chain of command acts as effective, helpful counselors to you?
22. To what extent does your supervisor need more training in how to counsel in order to be helpful to you?
23. To what extent do the personal problems that you may have affect your job performance?
24. To what extent do you feel hesitant about seeking counsel from the Drug and Alcohol Center, the Chaplain, Army Community Services, Legal Assistance or Community Mental Health because of a fear that you may jeopardize your military career or suffer some reprisal?
25. To what extent do you view the Chaplain, the Drug and Alcohol Abuse Center, Community Mental Health, Legal Assistance or the Army Community Services as places that your chain of command sends you in order to get you "straightened out" or "fixed?"

26. To what extent does your PLT LDR listen to you if you approach him/her with a serious personal problem?
27. To what extent would seeking counsel on a personal or family problem from your supervisor embarrass you?
28. To what extent do you feel that seeking counsel from someone in your chain of command could be helpful in helping you solve a problem (personal, career, job, financial, religious, drug-related)?
29. To what extent do you feel that the unit career counselor is concerned about helping you select the best possible career for you?
30. If you decided to leave the Army, to what extent is the Army responsible in helping you decide on your non-military career future?

NOTE: Questions 29 and 30 were included at the surveyed unit's request and are not analyzed as part of this research.

END OF PART I

If you do not lead/supervise individuals, then stop here. Fold the survey in half and place it in the envelope provided. Turn the survey in to the monitor. Thank you very much for your cooperation.

Supervisors--continue on to the next page.

PART II (For Supervisors)

This portion of the survey concerns your perceptions about your capabilities and responsibilities in handling subordinates with personal problems, and your knowledge of post-wide counseling services. Answer each question by carefully selecting one answer that best represents your feelings.

31. To what extent do you feel that your unit provides soldiers with accurate information about their job and what is expected of them?
32. To what extent are the special counseling services at your post useful to you in providing effective counseling to your subordinates?

33. To what extent are special counseling services at your post available when you attempt to refer a subordinate to them?
34. When you are counseling a subordinate, to what extent do you find yourself getting involved and taking on the subordinate's problem as your own?
35. To what extent do you feel depressed or frustrated after counseling a subordinate?
36. To what extent does your rank, and the subordinates' awareness of it, hinder you when you are counseling a soldier?
37. To what extent does your rank, and the subordinates' awareness of it, help you when you are counseling a soldier?
38. To what extent do you feel that you are an effective counselor?
39. To what extent do you feel that the individual coming to you with a personal problem just needs someone to talk to about it (blow off steam)?
40. To what extent do you feel that additional formal military training on counseling techniques would improve your capabilities as an effective counselor?
41. To what extent is your supervisor effective in helping you solve your problems?
42. To what extent does your supervisor need more training in "how to effectively counsel?"
43. To what extent do you believe that basic counseling techniques can be taught to supervisors and leaders?
44. To what extent do your subordinates attempt to implement the outcomes of your counseling efforts?
45. To what extent has your formal military training provided you with information and techniques on how to effectively counsel subordinates?
46. To what extent do you feel comfortable and qualified to help a subordinate solve serious personal problems (marital, financial, legal, family)?
47. To what extent do you recommend a solution to the subordinate who sees you about a personal problem?

48. To what extent do you feel qualified to counsel a subordinate on his/her job performance?
49. To what extent do you help a subordinate think about and solve his/her own problems, even if you disagree with the solution, versus giving the individual your recommendation?
50. To what extent do you feel more comfortable advising or directing a subordinate versus attempting to let the subordinate come up with his/her own solution?
51. To what extent are your methods of counseling based on experience and common sense rather than formal training?
52. To what extent do you feel that an individual's concerns/problems, when not resolved, affect individual job performance?
53. To what extent does the chain of command hinder your subordinates in their efforts to seek outside counseling (Chaplain, Army Community Services, Legal Assistance)?
54. To what extent, once the individual tells you about a personal problem, do you refer him to someone (Army Community Services, Legal Assistance, Community Mental Health, Psychologist)?
55. To what extent do you view counseling as typically a discussion of negative topics?

END OF PART II

Please fold the survey in half and place it in the envelope provided. Turn in the survey to the monitor. Thank you very much for your cooperation.

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